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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  **CT.3.1.3.6** Solve problems and demonstrate an understanding of equivalence using the equals sign in number sentences that reflect the commutative and associative properties of addition and multiplication of whole numbers such as 3 x 5 = 5 x 3.  **CC.3.OA.5** Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by multiplying 3 × 5 = 15 then multiplying 15 × 2 = 30, or by multiplying 5 × 2 = 10 then multiplying 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (Students need not use formal terms for these properties.)  **CC.3.OA.6** Understand division as an unknown-factor problem. For example, divide 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.  **CT.3.2.1.5** Represent fractions with like and unlike denominators of two, three, four, five, six and eight using a variety of materials; label the fractional parts using words and fraction symbols.  **CC.3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.  **CT.3.2.1.6** Locate, label and estimate fractions with like and unlike denominators of two, three, four, five, six and eight by constructing and using models, pictures and number lines.  **CC.3.NF.2a** Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.  **CC.3.NF.2b** Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.  **CT.3.2.1.7** Determine equivalence of and compare and order fractions through the construction and use of models, pictures and number lines with like and unlike denominators of two, three, four, five, six and eight, including identifying a whole object or a whole set of objects as a fraction with the same numerator and denominator.  **CC.3.NF.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.  **CC.3.NF.3b** Recognize and generate simple equivalent fractions, e.g., ½ = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.  **CC.3NF.3c**. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*  **CC.3.NF.3d** Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.  **CT.3.2.2.12** Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies, including models.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  **Ten Minute Math ONLY**  **CT.3.1.3.5** Demonstrate understanding of equivalence as a balanced relationship of quantities by using the equals sign to relate two quantities that are equivalent and the inequality symbols, < and >, to relate two quantities that are not equivalent. (23 x 5 > 23 x 2).  **CC.3.OA.4.** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ⁬ ÷ 3, 6 × 6 = ?.  **CT.3.3.3.7** Use calendar and clocks to plan and sequence events and to identify events and times as occurring in the a.m. and p.m.  **CC.3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.  **CT.3.3.3.8** Solve problems involving telling time to the nearest quarter hour, five minutes and minute using analog and digital clocks.  **CC.3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  **CT.3.2.1.8** Use models, numbers patterns and counting and grouping of objects, to find equal parts of a set of objects and identify amounts such as 2/3 0f 8 12 is 8.  **CT.3.2.2.16** Use a variety of estimation strategies to determine and justify the reasonableness of an answer to a computation or word problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00.  **CT.3.3.2.6** Investigate ways to tile or tessellate a shape or region using a variety of polygons. |
| **CCSS but not GLE’s** |